

SKRIPSI



**AN ANALYSIS OF STUDENTS' RESPONSES ON
TEACHER'S ENGLISH INSTRUCTION IN XI GRADE OF
SMA 1 KUDUS IN ACADEMIC YEAR 2014/2015**

By

AINUN NAFIATI

NIM 201132044

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2015



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SMA 1 KUDUS IN ACADEMIC YEAR 2014/2015**



SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

By

Ainun Nafiati

201132044

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2015

MOTTO AND DEDICATION

MOTTO

“Learning by doing”

DEDICATION

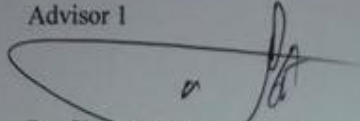
1. The writer's beloved parents, Achmad Dardiri (Alm) who gave me motivation to keep studying and Wahyu Asmahani who always inspires me to be brave for facing the world. Many thanks for your affection and your prayer.
2. The writer's family, “Adhana Family” (Bunda Laily Afiya, Ayah Harmoko Arif Imawan, Kakak M. Almas Ghifary, Mama Naila Kamila, Apak Arwan Prasetyo, Dek Ruby Wahyu Larasati) thanks for being incredible family.
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ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Ainun Nafiati (2011-32-044) has been approved by the skripsi advisors for further approval by Examining Committee.

Kudus, August 2015

Advisor 1

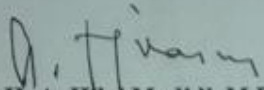


Dr. Slamet Utomo, M.Pd.

NIP. 19621219 198703 1 015

Kudus, August 2015

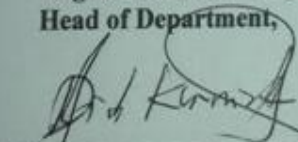
Advisor 2



Dr. H. A. Hilal Madjidi, M.Pd.

NIS. 0610713020001020

Acknowledged by
English Education Department
Head of Department,



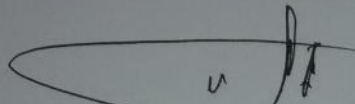
Diah Kurniati, S.Pd., M.Pd.

NIS.0610701000001190

EXAMINERS'S APPROVAL

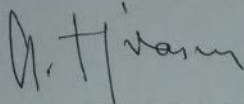
This is to certify that the *Skripsi* of Ainun Nafiati (2011-32-044) has been approved by the Examining Committee as recruitment for the Sarjana Degree of English Education.

Kudus,
Skripsi Examining Committee:



Dr. Slamet Utomo, M.Pd.
NIP. 196212191987031015

Chairperson



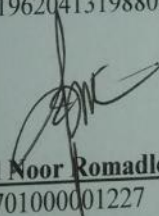
Dr. H. A. Hilal Madjidi, M.Pd.
NIS. 0610713020001020

Member



Drs. Muh Syafei, M.Pd
NIP. 196204131988031002

Member



Farid Noor Romadlon, M.Pd
0610701000001227

Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,



Dr. Slamet Utomo, M.Pd.
NIP. 196212191987031015

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The writer hopes this research is useful for the reader to learn and understand teacher's English instruction and students' responses in the classroom. The writer are kindly invites the reader for giving suggestions or feedback to improve the content of this research. The reader can send the feedback via email in pulaujawa18@rocketmail.com. Thank you.

Kudus, August 2015

Ainun Nafati



ABSTRAK

Nafiati, Ainun. 2015. *Analisis Respon Siswa Terhadap Instruksi Guru dalam Bahasa Inggris di Kelas XI SMA 1 Kudus Tahun Pelajaran 2014/2015*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Dr. Slamet Utomo, M.Pd., (ii) Dr. H.A. Hilal Madjdi, M.Pd.

Kata kunci: *Analisis, Respon Siswa, Instruksi Guru dalam Bahasa Inggris*

Guru memiliki peran ganda didalam kelas. Sembari menyampaikan materi, guru pula mengecek pemahaman siswa dan memanajemen kelas. Oleh karena itu, guru menggunakan instruksi untuk membantu memanajemen kelas dan memperoleh pemahaman siswa yang relevan. Namun, kenyataannya banyak faktor yang memengaruhi respon siswa terhadap instruksi guru dalam Bahasa Inggris.

Penelitian ini dilakukan untuk mengungkap respon siswa terhadap instruksi guru dalam bahasa inggris, factor-faktor yang memengaruhinya, dan hubungan antara repon siswa dan instruksi guru dalam bahasa inggris. Penelitian ini berlangsung di kelas XI A 2, SMA 1 Kudus menggunakan studi kualitatif.

Data diperoleh dari observasi, rekaman video dan foto, kuesioner dan interview. Tujuan dari penelitian ini yaitu mendeskripsikan respon siswa terhadap instruksi bahasa inggris guru dan faktor-faktor yang memengaruhinya, serta mengemukakan hubungan antara instruksi bahasa inggris guru dan respon siswa.

Penelitian ini menghasilkan kesimpulan, guru menggunakan semua tipe instruksi, baik instruksi dalam bentuk lisan maupun tulisan. Tipe instruksi interogatif sering diucapkan oleh guru, namun respon siswa yang relevan banyak muncul ketika guru menggunakan instruksi imperatif. Instruksi dalam bentuk tulisan hanya digunakan sekali untuk memastikan pemahaman siswa terhadap apa yang diharapkan guru.

Ada beberapa faktor yang memengaruhi respon siswa terhadap instruksi guru dalam bahasa inggris. Antara lain, tipe instruksi yang digunakan guru, teknik guru dalam menyampaikan instruksi, kecepatan guru dalam menyampaikan instruksi, kemampuan siswa dalam memberikan feedback menggunakan lisan, posisi duduk dan mood siswa dan kondisi lingkungan.

Hubungan antara instruksi guru dalam Bahasa inggris dan respon siswa dapat difahami sebagai relasi sebab akibat. Setiap aktifitas, guru memulainya dengan memberikan instruksi dan murid memperlihatkan respon yang berbeda-beda terhadap instruksi guru itu. Respon siswa yang relevan terlihat paling tinggi ketika guru menyampaikan instruksi yang jelas dan singkat.

ABSTRACT

Nafiati, Ainun. 2015. *An Analysis of Students' Responses on Teacher's English Instruction in XI Grade of SMA 1 Kudus in Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. Slamet Utomo, M.Pd., (ii) Dr. H.A. Hilal Madjdi, M.Pd.

Key Words: *Analysis, Students' Responses, Teacher's English Instruction*

Teachers have double roles in the classroom. While delivering the material, they are checking students' understanding and managing classroom. Furthermore, teachers use instruction for creating good classroom management and good students' understanding. Yet, in reality, some factors are influencing students' responses on teacher's English instruction.

This research was held to explore the students' responses on teacher's English instruction, the factors that influencing students' responses and the relation between students' responses and teacher's English instruction. This research conducted in XI A 2 of SMA 1 Kudus by using Qualitative study.

The data were collected from observation, video recording and photographs, questionnaire and interview. Objectives of this research are to describe the students' responses on the teacher's English instruction in XI grade of SMA 1 Kudus, to describe the factors influence students' responses on teacher's English instruction in XI grade of SMA 1 Kudus, to find out the relation between teacher's English instruction and the students' responses in XI grade of SMA 1 Kudus.

The research comes to the result that, the teacher used all types of instructions, both oral and written instructions. In addition, interrogative type is frequently uttered. Yet, the highest relevant students' response showed when the teacher used imperative instruction. Written instruction only used once, for emphasizing students' understanding on what teacher expected is.

Some factors influence students' response of teacher's English instruction. Those are, types of instruction, teacher's techniques in delivering instruction, teacher's speed in delivering instruction, students' ability for giving feedback in English spoken, sit position, students' mood and *the last* is environmental condition.

The relation between teachers' English instruction and students' response can be understood as the relation between cause and effect. Every single activity, the teacher begins it by giving instruction and students show different responses on the teacher's instruction. The highest number of relevant response come when the teacher delivers the instruction in brief and simple instruction.

TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	ii
TITLE	iii
MOTTO AND DEDICATION.....	iv
ADVISORS' APPROVAL	v
EXAMINERS'S APPROVAL	vi
ACKNOWLEDGEMENT.....	vii
ABSTRAK	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Research	1
1.2 Statement of the Problem	4
1.3 Objective of the Research	4
1.4 Significance of the Research	4
1.5 Scope of the Research	5
1.6 Operational Definition.....	5
CHAPTER II REVIEW TO RELATED LITERATURE.....	6
2.1 Theoretical Related	6
2.1.1 Teaching English in SMA 1 Kudus.....	6
2.1.2 2013 Curriculum.....	7
2.1.2.1 Roles of Teacher in 2013 Curriculum	7
2.1.2.1 Roles of Students in 2013 Curriculum	8
2.1.3 Students' Response	9
2.1.3.1 Definition of Students' Response	9

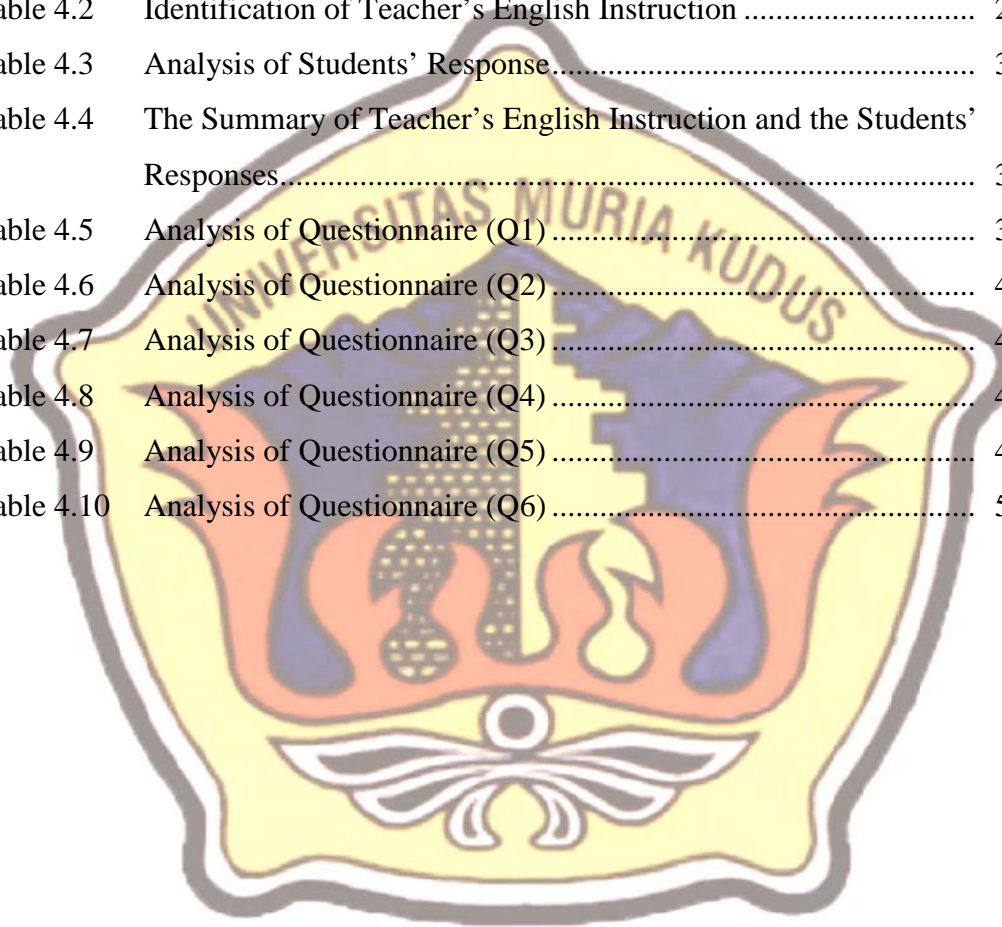
2.1.3.2 Students' Response Categories	10
2.1.4 Teacher Instruction	11
2.1.4.1 Definition of Teacher Instruction.....	11
2.1.4.2 Direct Instruction	11
2.1.4.3 Rules for Giving Instruction in the Classroom	12
2.1.4.4 Constructing Instruction.....	12
2.1.4.5 Techniques for Delivering Instruction	13
2.1.4.6 Effective English Instruction	13
2.2 Review of Previous Research.....	14
2.3 Theoretical Framework	15
CHAPTER III RESEARCH METHODS	16
3.1 Design of the Research.....	16
3.2 Data and Data Source	17
3.3 Data Collection.....	18
3.4 Data Analysis.....	22
CHAPTER IV FINDING OF THE RESEARCH	25
4.1 Students' Responses on Teacher's English Instruction in XI Grade of SMA 1 Kudus.	25
4.1.1 Observation Time and Location.....	25
4.1.2 Identification of Teacher's English Instruction.....	26
4.1.3 Identification of Students' Responses.....	32
4.2 The Factors Influence Students' Responses on Teacher's English Instruction.....	38
4.3 The Relation between Teacher's English Instruction and the Students' Responses.....	53
4.3.1 Interview Transcription	53
CHAPTER V DISCUSSION	57
5.1 Students' Responses on Teacher's English Instruction in XI Grade of SMA 1 Kudus.	57

5.2	The Factors Influence Students' Responses on Teacher's English Instruction.....	60
5.3	The Relation between Teacher's English Instruction and Students' Responses	64
CHAPTER VI COCLUSION AND SUGGESTION		65
6.1	Conclusion.....	65
6.2	Suggestion	66
REFERENCES.....		68
APPENDICES		71
STATEMENT		
CURRICULUM VITAE		



LIST OF TABLES

Table	Page
Table 2.1 Students' Responses Categories	10
Table 2.2 Speech Function: Directives	12
Table 3.1 Observation Protocol	19
Table 4.1 Coding System of Teacher's English Instruction	27
Table 4.2 Identification of Teacher's English Instruction	27
Table 4.3 Analysis of Students' Response.....	33
Table 4.4 The Summary of Teacher's English Instruction and the Students' Responses.....	37
Table 4.5 Analysis of Questionnaire (Q1)	39
Table 4.6 Analysis of Questionnaire (Q2)	41
Table 4.7 Analysis of Questionnaire (Q3)	43
Table 4.8 Analysis of Questionnaire (Q4)	46
Table 4.9 Analysis of Questionnaire (Q5)	48
Table 4.10 Analysis of Questionnaire (Q6)	51



LIST OF FIGURES

Figures

Figure 4.1	Teacher's English Instruction	32
Figure 4.2	Students' Responses on Teacher's English Instruction	37
Figure 4.3	Percentage of Students' Relevant Response on Teacher's Oral Instruction	38
Figure 4.4	Percentage of Students' Relevant Response toward Teacher's Written Instruction	38



LIST OF APPENDICES

Appendices	Page
Appendix 1 Questionnaire	71
Appendix 2 Observation Protocol.....	72
Appendix 3 Classroom Observation Documentary.....	75

